



Indiana Department of Education
SUPPORTING STUDENT SUCCESS

Differentiated Learners: English Language Learning & Migrant Education

Title III
Annual Measurable Achievement Objectives (AMAO)
Background and Performance Target Summary



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INTRODUCTION

An identification process utilizing a standardized Home Language Survey (HLS) for all newly enrolling students is used by school corporations to identify English language learner (ELL) students, those who speak a native language other than English. Based on the HLS response, these students are tested with the LAS Links Placement Test within thirty (30) days of enrollment at the beginning of the school year or within two (2) weeks during the school year to determine their English proficiency level. If the student is identified as limited English proficient (LEP), services are provided accordingly. Each spring, all LEP students must participate in the summative state adopted English proficiency assessment, LAS Links.

In Indiana, English Language Learners (ELLs) are categorized into five levels of English proficiency based on the results of the LAS Links English proficiency assessment:

- Level 1 Beginner
- Level 2 Early Intermediate
- Level 3 Intermediate
- Level 4 Advanced
- Level 5 Fluent English Proficient

Students at Levels 1-4 are considered limited English proficient (LEP) and Level 5 students are considered fluent English proficient (FEP). The names of the proficiency levels have been modified from the 'shelf' version of LAS Links, which labeled Level 4 as Proficient and Level 5 as Above Proficient, to correspond to the Indiana English Language Proficiency (ELP) Standards. These Indiana specific proficiency level names are reflected in the LAS Links score reports and administrative documents provided to Indiana schools.

From 1995-2005, Indiana had the 3rd highest percentage rate growth for LEP students in the nation according to the Council of Chief State School Officers. In 2008-09, ELL students represented approximately 6.5% of Indiana's overall school enrollment. A total of 69,907 ELL students were enrolled, with 47,466 being LEP students and 22,441 being FEP students. As of 2008-09, ELL students represented 226 native languages other than English with Spanish being the native language of about 80% of these students. Sixty-six percent, or 2/3 of Indiana's English language learners (ELLs), were born in the U.S., to families whose native language is other than English. Only 34% of Indiana ELL students were actual immigrants to the U.S.

A variety of state and federal requirements guide the instruction provided to LEP students in Indiana. The Indiana Administrative Code requires that "each school corporation shall provide appropriate instruction to limited English proficient students." 51 IAC 6.1-5-8

Federal case law states that "there is no equity of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education. Where inability to speak and understand the English language excludes national origin minority children from effective participation in the education program, the school district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students."



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Lau v. Nichols, 414 U.S. 563, 1974

The *No Child Left Behind* Act, Title III, section 3115(c)(1), requires school corporations to increase the English proficiency and academic achievement of LEP students by providing high quality language instruction educational programs that are based on scientific research and practice.

The Indiana Department of Education recommends that LEP students, at Level 1-4, receive at least one hour of daily English Language Development (ELD) instruction to develop oral and written academic English language proficiency (vocabulary, grammar, and language structure) across the domains of listening, speaking, reading and writing. ELD instruction may be delivered through in-class (push-in), pull-out, or scheduled courses and must be provided by properly certified, licensed teachers. 511 IAC 6.1-3-1.d

An Individual Learning Plan (ILP) is developed by the ELL teacher in collaboration with the classroom teacher based on each LEP student's level of English proficiency and indicators from the English Language Proficiency (ELP) Standards. The ILP is used as a record keeping document for each LEP student's instructional and assessment adaptations. The ILP is updated annually based on LAS Links English proficiency assessment overall and domain scores and student academic progress.

It is often stated that ELL students have 'double the work' of all other students because they are faced with the challenge of developing academic, content-related knowledge and skills while simultaneously acquiring a second language. Second language learning research and practice has demonstrated that there are two dimensions of language proficiency: Basic Interpersonal Communications Skills (BICS), and Cognitive Academic Language Proficiency (CALP) (Cummins, 1981). BICS is the social dimension of language that demonstrates the student's ability to use the language in every day social conversations with peers, teachers, and others. CALP includes the ability to read, write, and use the academic language of content-area classrooms at grade level. Years of research and practice show that it takes Limited English proficient (LEP) students 1-2 years to learn conversational English but it takes 5-7 years to attain academic language proficiency. While for younger English language learners (K-2) it may take 3-4 years to develop CALP fully, for secondary students, newcomers to middle or high school, it may take 5 to 7 years.

The length of time that it takes LEP students to reach English proficiency depends on a variety of factors, including students' level of English proficiency, prior schooling and literacy in the native language, access to appropriate support to understand content area concepts, knowledge of test taking skills, and the quality of English language development instruction provided to students. Attainment of a Level 5, Fluent English Proficient, on LAS Links indicates full acquisition of both communicative and academic language proficiency. Level 5 students speak, understand, read, write and comprehend in English without difficulty and display academic achievement comparable to native English speaking peers. In many cases, students have already passed the Indiana Statewide Testing of Educational Progress-Plus (ISTEP+) assessment prior to attaining a Level 5 on LAS Links.



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AMAO REQUIREMENTS

No Child Left Behind, Title III, section 3122, requires each State to develop annual measurable achievement objectives (AMAOs) for limited English proficient (LEP) students served under Title III that relate to such children's development and attainment of English proficiency while meeting challenging State academic content and student academic achievement standards as required by Title I, section 1111(b)(1). The annual measurable achievement objectives (AMAO) for school corporations must include:

- annual increases in the # and % of LEP students making progress in learning English (as measured by the LAS Links English proficiency assessment);
- annual increases in the # and % of LEP students attaining English proficiency (as measured by the LAS Links English proficiency assessment); and
- making adequate yearly progress (AYP) for LEP students under Title I (as measured by ISTEP+).

AMAO I and II performance targets are a growth model that account for the typical second language acquisition process that LEP students go through in reaching English proficiency. All LEP students are expected to make progress in the second language continuum. Progress from one level of proficiency to the next tends to occur more quickly at the lower proficiency levels (Level 1 and 2), whereas progress from the upper proficiency levels (Level 3 and 4) to Level 5, Proficient, may take several years.

As demonstrated in the assessment features and theoretical research base outlined in the *LAS Links Interpretation Guide*, the LAS Links English proficiency assessment 1) meaningfully measures student progress and proficiency in each language domain; and 2) is a valid and reliable measure of student progress and proficiency in English. LAS Links uses a common scale within each skill area to allow teachers, administrators, and policy-makers to evaluate individual student growth over time and across grades. To show students' gains annually and as they move to different grade spans of the test, scores on each of the five grade spans appear on a common scale. The common scale demonstrates students' progress toward the goal of English proficiency.

HISTORY OF AMAO CALCULATIONS

In 2006, the Indiana Department of Education adopted the newly-developed LAS Links assessment to serve as the statewide annual English proficiency assessment required under Title III. Because it was a new assessment, longitudinal data was not available on annual expected growth on LAS Links. Attainable AMAO performance targets for AMAO I: Making Progress and AMAO II: Attainment of Proficiency were established for 2006-07 based on a review of Indiana LAS Links performance data from 2006 and 2007 and a review of the AMAO targets used in other states that had adopted LAS Links. Those AMAO performance targets remained unchanged through 2008-09.

In 2008-09, the U.S. Department of Education, Office of English Language Acquisition (OELA), released a Notice of Interpretations (NOI) related to Title III accountability which resulted in the need to revise the Indiana's AMAO targets for AMAO I: Making Progress and AMAO II:



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Attainment of Proficiency. These interpretations required that *all* LEP students be included in AMAO determinations and reinforce that the performance targets must increase *annually*.

2010 AMAO TARGET REVISION PROCESS

To develop new AMAO performance targets, the Indiana Department of Education conducted an AMAO target setting workshop with Dr. Ellen Forte and Dr. Sara Waring of EdCount, LLC on December 16, 2009. During this workshop, school corporation representatives from throughout Indiana, including Title III Directors and teachers, provided input and recommendations for revisions to the AMAO I and II performance targets. Based on these recommendations, the Indiana Department of Education developed revised targets for 2010 and beyond.

REVISED AMAO PERFORMANCE TARGETS

The revised AMAO targets enhance local and state accountability for the quality of English language development programs and align to the Indiana Department of Education's rigorous academic achievement and graduation goals for all students.

The only criterion used for AMAO I and AMAO II is performance on LAS Links. The main change to the AMAO I target is the addition of annual increases in the target over time. Several changes to the AMAO II target have occurred. Previously under AMAO II there were two performance targets, one for maintenance of proficiency (formerly AMAO II, Part A) and another target for attainment of proficiency (formerly AMAO II, Part B). The revised AMAO II performance target now consists of one comprehensive target with an overall/composite score of Level 5 as well as minimum domain scores of Level 4 in listening, speaking, reading, and writing.

AMAO Performance Area	Description	Previous Target	New Target 2010	New Target 2011	State Performance 2008-09
AMAO I: Making Progress in Learning English	Percent of the Limited English Proficient (LEP) students in grades K-12 whose performance increased 12 or more scale score points from Spring 2009 to Spring 2010 on the Indiana Limited English Proficiency Assessment (ILEPA) / LAS Links.	40%	45%	2010 target + 2% annual increase	64%
AMAO II: Attainment of English Proficiency	Percent of LEP students who attained a Level 1 – 4 of English language proficiency in Spring 2009 and increased to an overall/composite Level 5, Fluent English Proficient, and at least a Level 4 in each language domain (listening, speaking, reading, and writing) in Spring 2010 on ILEPA / LAS Links.	8%	11%	2010 target + 1% annual increase	14%



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The performance target for AMAO I: Making Progress takes into account the average annual scale score increase on LAS Links in the overall/composite score, which represents all language domains (listening, speaking, reading, and writing).

The performance target for AMAO II: Attainment represents the percentage of LEP students that are most likely to attain Level 5, Proficient, each year, which could be LEP students at any Level 1-4, but are most likely to be students in the upper proficiency levels (Level 3 and 4). Since it is typical for students to remain at Level 3 and 4 for more than one year, students who attain Level 5 may have previously been in their second or third year of those upper proficiency levels prior to acquiring sufficient academic language proficiency to reach Level 5.

AMAO DETERMINATION PROCEDURES

As all LEP students in Title III funded school corporations are considered “Title III served,” all LEP students with two consecutive data points on LAS Links are calculated in AMAO I and II determinations. No students are excluded based on English proficiency level or other factors.

Students may be included in both AMAO I and AMAO II if they meet the criteria of both performance targets. For example, a student that has met the performance target of AMAO I of increasing their overall/composite scale score by 12 points would be considered to have also met the performance target for AMAO II if this increase of scale score increase places the student into an overall/composite score of Level 5.

AMAO III determinations will be made for Title III funded LEAs based on Adequate Yearly Progress (AYP) calculations for the LEP sub-group that are the same as Title I AYP determinations, with no differentiation for Title III served students. To determine if the LEA has met AMAO III, the State uses AYP targets for English/language arts and mathematics and participation rates for both subject areas for all grade spans. Indiana applies the minimum group size of 30 for AYP sub-group determinations, which also applies to the AMAO determinations.

If the LEA received Title III funds but did not have a LEP sub-group for AYP at the corporation level, AMAOs are determined based on AMAO I and AMAO II only.

For Title III consortia, AMAO determinations and AMAO performance reports are made for individual member LEAs with at least 10 students with two data points and AMAO determinations and AMAO performance reports are also aggregated for the consortium as a group. Sanctions for not meeting AMAO targets, including parent notification letters and improvement plans, are held at the LEA level.

Students who transfer from one LEA to another within the State are included in AMAO I determinations and their AMAO results are applied to the LEA where the student was enrolled (i.e., the ‘receiving’ LEA) during the test administration that resulted in the second data point.

Students who are absent from ELP assessment administration and do not participate in a make-up exam are included in AMAO I determinations if the student’s test produced a lowest



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obtainable scale score (LOSS) for all language domains which resulted in an overall/composite score. Students with an “undetermined” test result due to lack of completing one or more test domain do not receive an overall/composite score and are not included in AMAO I and II determinations since they would not have two consecutive data points.

Title III funded school corporations receive their AMAO determination reports each fall based comparative data from the two most recent LAS Links administrations and AYP data from the current school year.

AMAO SANCTIONS

The following sanctions are implemented at the school corporation level when Annual Measurable Achievement Objectives (AMAO) are not attained.

Each Year	Each school corporation that has not met AMAO targets shall inform parents not later than 30 (calendar) days after such failure occurs. Notification must be provided to parents of LEP students in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand. section 3302(b)
Two Consecutive Years	Each school corporation that has not met AMAO targets for two consecutive years shall develop an improvement plan that will ensure that the school corporation meets AMAO targets. The improvement plan shall specifically address the factors that prevented the entity from achieving the AMAO targets. During the development of the improvement plan, and throughout its implementation, the State Educational Agency (SEA) shall: (A) provide technical assistance to the school corporation; (B) provide technical assistance, if applicable, to schools served by the school corporation under Title III that need assistance to enable the schools to meet AMAO targets; (C) develop, in consultation with the school corporation, professional development strategies and activities, based on scientifically based research, as defined in Title III, section 3115(c)(2), that will be used to meet AMAO targets; (D) require the school corporation to utilize such strategies and activities; (E) develop, in consultation with the entity, a plan to incorporate strategies and methodologies, based on scientifically based research, to improve the specific program or method of instruction provided to limited English proficient (LEP) students. section 3122(b)(2)
Four Consecutive Years	Each school corporation that has not met AMAO targets for four consecutive years shall be required to: (A) modify the school corporation’s curriculum, program, and method of instruction; or (B) (i) the State Educational Agency may make a determination whether the school corporation shall continue to receive Title III funds related to not meeting AMAO targets; and (ii) require the school corporation to replace educational personnel relevant to the school corporation not meeting AMAO targets. section 3122(b)(4)



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RESOURCES

This *Title III AMAO Background & Performance Target Summary* document and the following documents are available at <http://www.doe.in.gov/lmmp/titleIII.html> and serve as resources for schools and parents:

- AMAO Parent Notification Letter (English/Spanish)
- AMAO Parent Resource Guide Handout (English/Spanish)
- SY 2008-09 State Level AMAO report

The following LAS Links documents are posted at http://www.doe.in.gov/lmmp/LAS_links.html and serve as helpful references:

- LAS Links Test Coordinators' Manual
- LAS Links Test Interpretation Guide